

**Room 445, State Capitol**

Rep. Merlynn T. Newbold, Co-Chair

Rep. Lorie D. Fowlke

Ben Leishman, Legislative Fiscal Analyst

Debbie Cragun, Director, Department of Human Resources

Co-Chair Newbold called the meeting to order at 2:16 P.M.

Co-Chair Newbold asked the committee to take notes on the presentations to be able to make recommendations to the Chairs for final decisions.

Analyst Ben Leishman explained that Analyst Patrick Lee is preparing information that was requested at the last meeting which will be distributed to the subcommittee.

## 2. Statutory Reports

**Concurrent Enrollment** -- Brenda Hales, Associate Superintendent, Utah State Office of Education, distributed a handout to the subcommittee and explained how the new Concurrent Enrollment program has been working. A change was made on Senate Bill 81 so that concurrent enrollment funds were split between Higher Education and Public Education according to which agency was actually teaching the class. College students that had concurrent enrollment classes have a higher retention and a higher on time graduation rate than other students. Concurrent enrollment is a very successful program, and is receiving requests from other states on how it is working.

Rep. Cosgrove asked what is the increase demand of concurrent enrollment? Ms. Hales responded that it is growing every year. Parents are seeing it as a way to introduce students to college in a slower, gentler way. It is part of the OutReach Program.

Rep. Gibson asked what the fee per hour is for concurrent enrollment classes, if students are actually getting a college course. He expressed concern about age restrictions and asked what percent of students are in the concurrent enrollment program. He asked how concurrent enrollment differs from an AP class, and are there classes other than core classes offered. He commented that it is such a benefit to graduate high school with a 2-year Associates college degree. Ms. Hales responded that she believes the cost is \$35 a credit hour, there are exceptions to the age restrictions, and this program works closely with Higher Education to make sure the classes are college level classes and are the classes the students need. She replied that the percentage taking concurrent enrollment is less than a third. Advanced Placement (AP) courses are intense courses, followed by a test, to see how much college credit will be accepted, while concurrent enrollment is college credit and will be accepted. Through the Secondary Renewal and Reform Program, students plan the pathway they want to take, and there are concurrent enrollment classes that are included in these pathways.

Sen. Morgan commented that many students take concurrent enrollment courses, but don't earn an Associates Degree, but still benefit from credits taken.

Co-Chair Newbold asked if the 27,000 students earning concurrent enrollment is a cumulative number or from this year, and if these students are from every district. Ms. Hales replied that it is this year, and there are students from every district. Co-Chair Newbold asked about the \$2 million balance on the budget detail table. Ms. Hales replied it is all encumbered funds for 2nd semester.

Sen. Hillyard commented that universities and colleges feel concurrent enrollment classes are not high quality and students are only getting a year of education, not an Associates

Degree. He suggests students choose a university to work through before taking concurrent enrollment classes. Sen. Hillyard asked if the state scholarships are available to Westminster College and BYU, and feels that scholarships should have a cap, and be given to students who have taken meaningful classes. Ms. Hales responded that students need to take classes in one of five Associate Degree areas. A counseling component is being added to assure students are taking classes for one of those degrees. Through a pilot program with Utah Valley University, a student can look online at schedules, classes taken, and see what college classes are needed and when to take them. Superintendent Shumway replied that there is a relationship with BYU with state scholarships.

Rep. Gibson asked what is the experience of students taking concurrent enrollment who go out of state. Ms. Hales responded that it depends on which university, supposedly concurrent is transferable where ever you go.

**USTAR --** Brenda Hales explained the program objective is to have programs that more efficiently use human resources and capital facilities in math and science. The potential benefits from the USTAR Program are: (1) increased compensation for math and science teachers; (2) increased capacities of school buildings by using buildings more hours a day; (3) decreased class sizes; (4) opportunities for earlier high school graduation; (5) improved student college preparation; (6) additional remedial and advance courses; (7) opportunities to coordinate high school and post secondary math and science education; and (8) create or improve science, technology, engineering, and math centers (STEM centers).

Co-Chair Newbold asked why math has highest hours in the remedial category, but the science hours are in the standard category, and was there an improvement in math scores because of this education. Ms. Hales responded that the weakest area state wide, is in math, and these results are mainly in secondary education, and that there was nothing to compare it with, because the program was changed.

Rep. Gibson expressed appreciation for the way this information was presented.

### **3. Unfinished Agenda Items from January 27th**

Analyst Patrick Lee reported that the handouts that were distributed were in response to questions about details on line items for the education agencies from the last meeting. The handout includes the details for each line item, the totals for each agencies combined, revenue sources, and categories for expenditures of line items for each agency. The changes are the 2% that bring us to the 98% base budget for FY 2011.

Sen. Morgan asked where the Beverly Taylor Sorenson Arts program is in the handout, and how long it will continue. She also asked which other programs will be finishing this year.

Mr. Lee responded that it is within the Minimum School Program, below the line. Mr. Leishman replied that it is only in one time money, and that it was contracted for 4 years. He doesn't know if it changed scope or number of years. Todd Hauber reported that they changed the number of years to 2.75 years because of budget reductions. Larry Shumway responded that this is the 2nd year and will run out February of next year if no additional funds are appropriated.

Sen. Hillyard commented that in the years the state budget had lots of money, \$4 million was set aside for four years for Beverly Taylor Sorenson Arts Program. Full day kindergarten was also appropriated for four years, and next year will be four years.

Rep. Last asked about the vendors fund and why some of the one time funds are not shown even though it has its own line item. Mr. Leishman responded that the English Language Learner software license is what Rep. Last is referring to, and it has one time money as well. Where it shows on the chart depends on where it is appropriated, and is usually contained in one line item called Contracts and Grants.

Rep. Gibson expressed appreciation for the detail and asked for an explanation on the \$8.259 million in other charges. Mr. Leishman replied that because of a change in the system, it reflects funds that the Utah State Office of Education passes through to another organization.

#### **4. Updates on New Initiatives.**

**Teacher Salary Supplement Program** -- Debbi Cragun, Human Resource Director, Department of Human Resource Management, introduced Mary Christensen, Senior Analyst over the Teacher Salary Supplement Program. Ms. Cragun distributed a handout and updated the subcommittee on results of the program in FY 2009 and FY 2010. In the budget of FY 2009 there are some funds left over and they wondered if they could carry over to FY 2010. Mr. Leishman will look into that for them. In FY 2010, 850 teachers have applied for the program, and, if they all qualify for the full amount, funds will be short. However, not all will qualify for all or part of this program. For FY 2011 the actual appropriation will be determined by how much will be funded during this legislative session. If retirement contribution rates increase, more will have to be paid to the school districts, leaving even less for teacher bonuses.

Sen. Buttars asked the qualifications for this program. Ms. Cragun replied that Senate Bill 2, in the 2008 general session required that teachers must meet certain college degree criteria, as well as to be teaching qualifying classes, with qualifying degrees in those classes.

**Minimum School Program Initiative Programs --** Larry Shumway, Superintendent, Utah State Office of Education, explained that there are seven line items in the Minimum School Program that will be discussed in this meeting. Todd Hauber, Associate Superintendent, Utah State Office of Education, explained to committee that he will be discussing information from the Analysts handouts distributed in the last meeting.

The Extended-Year for Special Educators provides stipends for special educators and funds extra days to their contract year. Funds were appropriated to provide approximately three days for each teacher to take care of the paper work required for special education, prepare lesson plans, and collaborate with parents. Superintendent Shumway responded that this is an on-going appropriation

Public Education Job Enhancement Program (PEJEP) was created to attract, train and retain highly qualified secondary teachers in math, science, technology and special education. It provides signing bonuses and incentives for advanced degrees. Superintendent Shumway responded that when this program was created, a PEJEP committee was formed, comprised of representatives in the business, math, technology, and science industry, as well as education representatives. This committee determines where funds are granted. Three years ago legislators expanded the authority of the program to include special education teachers.

Critical Languages was created in 2007 to recognize students acquiring skill in world languages to successfully compete in a global society. The Critical Languages Program was expanded in 2008 to include the Dual Immersion Program. Funding includes ongoing and one-time money, but the Dual Immersion Program has only one-time money. Superintendent Shumway explained that this was set up as a declining appropriation with the Local Education Authority's (LEA) assuming ongoing costs. Superintendent Shumway said that world language programs are important to the countries that speak this language and countries are paying salaries of some of these teachers.

Co-Chair Stephenson commented that this program was designed to have help in setting up the program and phase out over six years, with each class becoming self sufficient.

The High Ability Student Initiative Program's intent is to provide resources for educators to enhance academic growth of high ability students. Statute requires this program to be under the direction of the State Board of Education; that a comprehensive internet based resource center be set up to provide information about high ability students to teachers, administrators, parents and the community; that professional development and professional learning for teachers are established; and that there be assistance for a teacher to obtain an endorsement for gifted and talented education. Currently there are nine districts and 21 schools participating. The resource center website gets over 100 hits daily.

Co-Chair Newbold asked how the money is divided between the four purposes. Superintendent Shumway replied that the funding is a contract so that the single contract focused on all of the purposes. The Washington School District, as the fiscal agent, and some expert educators from the State are contracted to do that work.

English Language Learner - Family Literacy Centers objectives are to increase parent involvement in their children's education, to communicate with parents who are not proficient in English concerning required and optional activities in the schools, and so that information can be passed along in the parents' language, to increase academic achievement and literacy skills in language for these children, and to help the families. Currently there are 63 family literacy centers throughout the state. Superintendent Shumway said that when parents are learning English along with students the academic achievement of the student is greatly enhanced.

School Nurse Matching Funds established state funding on a match basis to hire additional nurses or provide additional hours for nursing services throughout the school districts and charter schools. Funds provided in 2010 were awarded to 30 districts and nine charter schools. In many cases the school nurse is the only licensed health care professional in the school. Superintendent Shumway added that this funding gives a nurse to student ratio of 1 to 5000 across the state.

Library Books and Electronic Resources provide funding to purchase library books and electronic resources materials to support students in the schools.

Sen. Morgan asked how many students does each nurse serve and if this is a priority among school districts. Superintendent Shumway replied that statewide there are 5000 students to one nurse, depending on where you are. Services are stretched far too thin. Nurses are put in a tough situation, the challenge is choosing between nurses and other very important things. Nurses are a priority, but are competing with other critical priorities.

Co-Chair Newbold asked what is the shortage for math, science and technology teachers. Superintendent Shumway replied that in all these areas, the shortage has been somewhat obliterated. Some of the retention issues are that some of teachers that receive this money have to pay it back. That rule helps keep the people they have invested in.

### **3. Other Business**

Co-Chair Newbold welcomed Dave Thomas from the State School Board and explained to the subcommittee what will be discussed in the meeting next Monday afternoon.

**MOTION:** Sen. Morgan moved to adjourn.

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The motion passed unanimously with Sen. Hillyard and Reps. Garn, Gibson, and Hughes absent for the vote.

Co-Chair Newbold adjourned the meeting at 3:32 P.M.

Minutes were reported by Karen C. Allred, Senate Secretary

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Sen. Howard A. Stephenson, Co-Chair

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Rep. Merlynn T. Newbold, Co-Chair